

A PROPOSED MODEL TO PROMOTE TEACHER LEADERSHIP IN TRANSFORMING SCHOOLS

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Abstract: The transformation approach to leadership is a broad-based perspective that encompasses many facets and dimensions of the leadership process (Northouse, 2007). Transformational leaders set out to empower followers and nurture them in change. They attempt to raise consciousness in individuals and to get them to transcend themselves for the sake of others. Transformation directly related to organization innovations (Jung, Chow, & Wu, 2003). Transformational leadership creates a culture in which members feel empowered and encouraged to fully discuss and try new things. Kouzes and Posner leadership model is employed as the main theoretical framework for this study (Kouzes and Posner, 2002). The five practices of leadership are: (1) Model the way, (2) Inspire and share vision, (3) Challenge the process, (4) Enable others to act, (5) and Encourage the heart. These five practices of exemplary leadership are deemed available to everyone and are not reserved for those with any “special” ability. The model is not about personality it is about practice. Therefore the purpose of this inquiry is to identify the existing teacher leadership in transforming schools so as to propose a model to promote such leadership elsewhere. The scope is set within Singburi Province in the central part of Thailand. The study is limited to elementary schools (N=127). The population of teachers is 1,499 members. Samples randomly selected are 306, significant at .05 levels (Krejcie & Morgan). A survey instrument was used to collect data regarding actual leadership of teachers. Scenario writing was used to gather evidence from each teacher as to what innovations he/she initiated successfully. In order to identify teachers with transformational leadership, the Multifactor Leadership Questionnaire (MLQ) was applied to the sample of teachers, (Bass & Volio, 1995). Thereafter, a scenario of successful innovations was collected from the identified ones. The findings lay bare that only 2.3 % of the samples were transformational leaders. The scenarios collected were content analyzed into subsets of the scope and framework of elementary educational programs in Singburi. The categories reflect the core culture of school, instruction, student development, quality assurance and the related supporting services, developmental activities for all school members and resource base. In accordance with the empirical findings, a model of teacher leadership in transforming schools is proposed. Discussions and recommendations are given for the use of this model in planning, implementing and evaluating instructional programs innovatively towards desired changes. The

effective transformational teacher as a leader possesses an awareness of school curriculum trends, new approaches to organizing school, state-of-the-art instructional media and methodology, and research on improving student outcomes.

Introduction

Globalization has played an important role in the modern world. It penetrates into all fields; education is also no exception. Persons everywhere are faced with more competition. They have to face the fight of business. Abilities are very important to sustain life. The standard of a quality life is achieved through education. Good communication, having more knowledge, the ability to use technology and having positive ethics and morality are necessary in the modern world, so student outcomes need to focus on these to have an effect in their lives. The factor of education which is at the heart for student outcome is the teacher.

The law of the Council of Teachers in Thailand has assigned teacher's abilities in 2546 (2004) as:

1. Language and technology for teacher.
2. Developing curriculum.
3. Long life learning.
4. Psychology.
5. Measure and evaluation of education.
6. Administration of classroom.
7. Innovation of multimedia.
8. Research of education.
9. Teacher is teacher. (Complete Abilities)

The problem with teachers has occurred in Thailand. Most teachers do not have enough qualities because people who have more abilities and confidence most likely choose would other occupations. Arising from this, these individuals have more alternatives, while teachers receive lower salaries. So it is educational administrators' responsibilities to enhance the qualities of teachers.

To emphasize leadership to the teacher is the method that can enhance the efficiency of teachers. Some think that leadership is important only for leaders. On the contrary, leadership is necessary at every level including teachers. For example, concerning globalization, many teachers have a limited knowledge, so they need to develop an awareness of globalization and the knowledge of globalization in order to help students learn about the world now and for the future and their role in globalization.

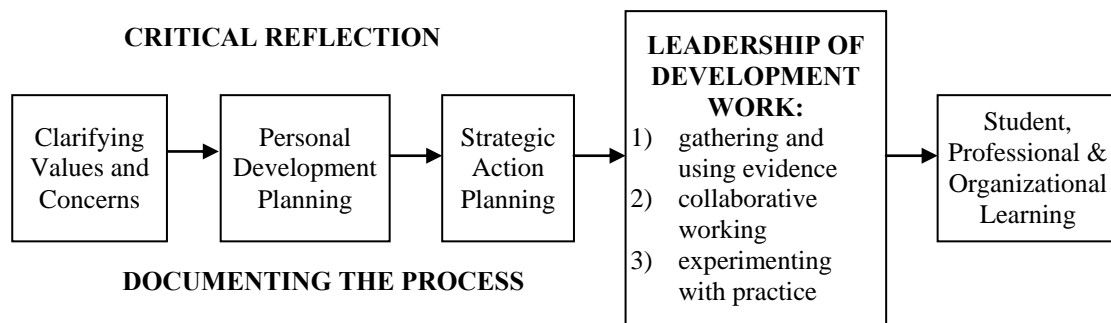
In order to develop an organization's capacity as well as individual capacity for improving schools, priorities need to be identified, so as to achieve sufficient synergy and to ensure common purposes in their change and growth. The need for the development of leadership capacity is shared amongst all teachers. (Spillane, et al., 2001)

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This study aims to identify transformational teacher leadership and its effect to change schools. This leads to the quality of education of the students. Teachers understand the different roles they need to develop for the best classroom practices of teaching and learning. Empowering teachers as leaders can develop the curriculum. They can collaborate to make efficacious decisions in the school for teaching and learning. Rare is the effective school that does not have an effective head. Adding teacher leadership to the equation ensures that school improvement becomes a way of the life in the school. (Sergiovanni, 2001) Transforming leaders have high degrees of self-confidence. They know what they want and are convinced they can obtain it There insight

follow factors: (1) school level scorecard (2) objectivity and (3) Performance Measure and Performance targets as developed by Pangarkar and Kirkwood (2009). The purpose of model is to justify the balanced score card relevant to teacher leadership and to apply the learning and growth metric with promoting and disseminating teacher leadership in elementary schools.

Elements of the model comprise: (1) key attributes of transformational teacher leadership (TTL), (2) utilization of teacher TTL, (3) staff-development plan to implement desired changes, (4) classroom strategies leading to innovation in students' outcomes, (5) and school culture that supports TTL strategies and frameworks for supporting teacher leadership.



Source: Frost et al., 2000; Forst & Durrant, 2003 in "Teachers Leading Changes," by Durrant, J. and Holden, G., 2006 (p.35)

into human nature makes them skillful motivators. They become and are great actors, able to add drama and flair to the leadership exercised in the school. And, perhaps most important, they create hope for the future, generating commitment, enthusiasm, and energy (Mc Gregor Burns, 1978).

Purposes and Instruments

The purposes of this study are; (1) To build the teacher leadership in schools. (2) To enhance the potentiality of teachers to create their teaching and learning style. (3) To assist the principal to create, plan, and design a new project and develop the curriculum to appropriate in global competition by participative teacher leadership. (4) And to improve education to a high quality to benefit the students for growing global competition.

The sample in this study are the teachers who teach primary school in Singburi Province of Thailand 2552(2009). The total population is 1,499; samples were randomly selected to 306 to assumed the significance at .05 level (Krejeie & Morgan). To identify teachers with transformational leadership, the Multifactor Leadership Questionnaire (MLQ) was applied to the sample of teachers (Bass & Avolio, 1995). The results were only 2.3% of the samples were transformational leaders.

A model of teacher leadership to transform and improve schools is proposed within the frame of utilizing balance scorecard. The model suggested emphasizes the

The framework emphasizes leading development work while encouraging teachers to focus on school improvement by taking on leadership roles. Teachers begin with a rare opportunity for reflection in order to clarify their own values and concerns in their current professional situations. This model helps them to identify a focus for development and negotiate a development plan within the school (for example, with their line manager, head teacher or subject team). The scope of the planned work could be anything from improvement of one aspect of student learning to collaborative development across a group of schools. While teachers are inevitably involved in many different developments simultaneously, it is helpful to choose one aspect for particular attention in order to develop their understanding and leadership through inquiry. Having identified their development priorities, teachers then plan strategically for inquiry to support their changing roles of leadership. Ideally for this reflection and planning, they need considerable time to develop and discuss their ideas, supported by peers and senior colleagues and by external critical friendship.

The professional and strategic action in which teacher leaders engage have three essential components:

- Gathering and using evidence
- Experimenting with practice
- Collaborating to lead change. (Durrant & Gary, 2006)

As teachers plan and lead development in their schools, it is important for them to engage critically with both the nature and the process of change and to document the development to provide a basis for reflection, analysis and evaluation. Critical reflection and documentation are therefore shown in the diagram as continuing throughout the process.

Outcomes

This study identifies that teacher leadership roles improve their self-efficacy in relation to their students learning. When teachers take on leadership roles, this positively influences their ability to innovate in the classroom and has a positive effect on student learning outcomes (Harris & Lambert, 2003). Teacher leadership can develop curriculum as teachers align their teaching to various learning styles, resulting in effective decisions for classroom practices. School administrators need to plan for new project developments which will energize schools, and enhance the ability of personal education, coaching and mentoring the new teachers.

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